

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PINE HILL PUBLIC SCHOOLS	School: Overbrook High School
Chief School Administrator: DR. KENNETH KOCZUR	Address: 1200 Turnersville Pine Hill, NJ 08021
Chief School Administrator's E-mail: kkoczur@pinehillschool.org	Grade Levels: 9-12
Title I Contact: Lea Fitzpatrick	Principal: TBD
Title I Contact E-mail: lfitzpatrick@pinehillschool.org	Principal's E-mail: TBD
Title I Contact Phone Number: 856-783-6900 EXT. 1111	Principal's Phone Number: 856-767-8000 EXT. 3014

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

√ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Donald A. Borden

Principal's Name (Print)

On File

Principal's Signature

4/16/15

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____ 4 _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 4,743,965, which comprised 97% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 4,426,144, which will comprise 97% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Salaries	1,2,4	Staff to improve instruction and interventions	100-100	\$77,748
Supplies and materials	1,3	Technology and College Readiness	100-600	\$11,042
Salaries	2,3,4	Project Success and Professional Development	200-100	\$20,000
Purchased Technical Services	4	Professional Development	200-300	\$5705
Purchased Services	2,4	Professional Development	200-500	\$6314
Supplies and Materials	2,4	Professional Development and Parent Involvement	200-600	\$2985

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Donald A. Borden	Principal	X	X	X	On file
Heidi L. Daunoras	District Humanities Supervisor	X	X	X	On file
S.Carvalho	Academic Supervisor	X	X	X	On file
Susan Levy	Title One Teacher	X	X	X	On file
Nicole Kerber	Guidance Counselor	X	X	X	On file
Brandi Myers	Community Member	X	X		On file
Jessica Vant	Title One Teacher	X	X	X	On file
Adam Lee	Vice Principal	X	X	X	On file
Randall Freiling	BOE Member	X	X		On file
Gwen Ulatowski	Parent	X	X		On file

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
1/26/15	Principal's Office	Comprehensive Needs Assessment	X Yes		X Yes	
1/29/15	Principal's Office	Program Evaluation	X Yes		X Yes	
3/25/15	Media Center	Schoolwide Plan Development	X Yes		X Yes	
4/17/15	Principal's Office	Schoolwide Plan Development	X Yes		X Yes	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Overbrook High School is dedicated to providing academic programs and opportunities for every child to develop their individual talents and abilities in order to be prepared for college and careers in the 21st century.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes
2. What were the strengths of the implementation process? Continued work on CITW training and benchmark analysis. Continuation of refresh and prep courses.
3. What implementation challenges and barriers did the school encounter? Scheduling and availability of technology, teachers knowledge of technology applications.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Strengths: Teacher participation in analysis and training, student identification, and participation in RTI instruction. Weaknesses: Teacher schedule and technology availability.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? School Site Council Meetings, DEAC, School Performance Report, Professional Learning Communities, Parent Involvement Nights, Orientation Nights, and Faculty Meetings.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Staff was positive and supportive.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Community expressed appreciation for programs that occurred within the school day or provided transportation for programs occurring beyond the school day. The community perception is that student achievement is a priority.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Programs were a blend of one-on-one, whole group, targeted objectives.

9. How did the school structure the interventions? In-class support, small group instruction, after school program (Project Success).

10. How frequently did students receive instructional interventions? Daily through classroom instruction, Weekly Monday -Thursday in the Project Success afterschool program.

11. What technologies did the school use to support the program? Chromebooks, Smart Board lessons & reviews; computerized skill-building programs, data analysis and record-keeping

12. Did the technology contribute to the success of the program and, if so, how? Yes. Technology enhanced the student experience through the use of Smart Boards and programs as well as provided opportunities for staff to analyze data on an ongoing basis, and provide instruction.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	13	NO HSPA given to 11th graders in 2014-15 SY	Project Success Tutoring; Professional Development for Teachers	Identification needs to occur earlier in the school year and at earlier grade levels (9 th) in order to provide interventions through current programs over a period of time to achieve growth. At risk identification and interventive instruction needs to occur in grades 9 and 10.
Grade 12	15	8	Remedial HSPA ELA Course, Project Success Tutoring; Professional Development for Teachers;	Identification needs to occur earlier in the school year and at earlier grade levels (9 th) in order to provide interventions through current programs over a period of time to achieve growth. At risk identification and interventive instruction needs to occur in grades 9 and 10.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 6				
Grade 7				
Grade 8				
Grade 11	47	NO HSPA given to 11th graders in 2014-15 SY	Project Success Tutoring; Professional Development for Teachers	Identification needs to occur earlier in the school year and at earlier grade levels (9 th) in order to provide interventions through current programs over a period of time to achieve growth. At risk identification and interventive instruction needs to occur in grades 9 and 10.
Grade 12	35	27	Remedial HSPA ELA Course, Project Success Tutoring; Professional Development for Teachers;	Identification needs to occur earlier in the school year and at earlier grade levels (9 th) in order to provide interventions through current programs over a period of time to achieve growth. At risk identification and interventive instruction needs to occur in grades 9 and 10.

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	48	112	Project Success Tutoring 2014-2015; Professional Development for Teachers Literacy Lab	STAR Reading Assessment program implementation and teacher training affected student performance. We believe increases during 2014-15 were due to retirements replaced by novice teachers.
Grade 10	75	127	Project Success Tutoring 2014-2015; Professional Development for Teachers	STAR Reading Assessment program implementation and

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

			Literacy Lab	teacher training affected student performance. We believe increases during 2014-15 were due to retirements replaced by novice teachers.
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Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9		27	Project Success Tutoring 2014-2015; Professional Development for Teachers Math Lab	STAR Reading Assessment program implementation and teacher training affected student performance.
Grade 10		31	Project Success Tutoring 2014-2015; Professional Development for Teachers Math Lab	STAR Reading Assessment program implementation and teacher training affected student performance.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Project Success Tutoring; Curriculum alignment to standards; Common Planning Time with Regular Education Teachers	Yes	HSPA Test results; Data Analysis; Lesson Plans	HSPA, STAR Reading and Benchmark Scores
Math	Students with Disabilities	Project Success Tutoring; Curriculum alignment to standards; Common Planning Time with Regular Education Teachers	YES	HSPA Test results; Data Analysis; Lesson Plans	HSPA and Benchmark Scores
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	ELL Instruction; WIDA	Yes	Lesson Plans; WIDA	WIDA
Math	ELLs	Project Success Tutoring; Curriculum alignment to standards; Common Planning Time with	YES	HSPA Test results; Data Analysis; Lesson Plans	HSPA and Benchmark Scores

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Regular Education Teachers			
ELA	Economically Disadvantaged	Project Success Tutoring; Curriculum alignment to standards; Common Planning Time with Regular Education Teachers	Yes	HSPA Test results; Data Analysis; Lesson Plans	HSPA, STAR Reading and Benchmark Scores
Math	Economically Disadvantaged	Project Success Tutoring; Curriculum alignment to standards; Common Planning Time with Regular Education Teachers	YES	HSPA Test results; Data Analysis; Lesson Plans	HSPA and Benchmark Scores
ELA		Remedial Course; Common Core Curriculum Alignment; Common Benchmark Assessments and Analysis; Read 180; Power Walkthrough Data Analysis and SmartGoals; CITW Coaching Group; Rowan Literacy Consortium; Common Planning	Yes	Benchmark Checklists and Analysis; School Performance Report; Lesson Plans	HSPA, STAR Reading and Benchmark Scores

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math		Remedial Course; Common Core Curriculum Alignment; Whole Staff CITW Teacher Training; Curriculum Alignment to Standards; Common Benchmark Assessments and Analysis; Power Walkthrough Data Analysis and SmartGoals; CITW Coaching Group; Rowan University ACES; Common Planning	Yes	Benchmark Checklists and Analysis; School Performance Report; Lesson Plans	HSPA, Benchmark Scores

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Project Success Tutoring	Yes	Student attendance records; survey	HSPA, Star Reading and Benchmark Scores
Math	Students with Disabilities	Project Success Tutoring	Yes	Student attendance records; survey	HSPA, Diagnostic Assessment and Benchmark Scores
ELA	Homeless				
Math	Homeless				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Project Success Tutoring	Yes	Student attendance records; survey	HSPA, Star Reading and Benchmark Scores
Math	ELLs	Project Success Tutoring	Yes	Student attendance records; survey	HSPA, Diagnostic Assessment and Benchmark Scores
ELA	Economically Disadvantaged	Project Success Tutoring;	Yes	Student attendance records; survey	HSPA, Star Reading and Benchmark Scores
Math	Economically Disadvantaged	Project Success Tutoring	Yes	Student attendance records; survey	HSPA, Diagnostic Assessment and Benchmark Scores
ELA		Project Success Tutoring;	Yes	Student attendance records; survey	HSPA, Star Reading and Benchmark Scores
Math		Project Success Tutoring	Yes	Student attendance records; survey	HSPA, Diagnostic Assessment and Benchmark Scores

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Whole Staff CITW Teacher Training; Curriculum Alignment to Standards; Technology Training	YES	PLC reflections, Curriculum Documents	Increase in benchmark tests and state scores
Math	Students with Disabilities	Whole Staff CITW Teacher Training; Curriculum Alignment to Standards; Technology Training	YES	PLC reflections, Curriculum Documents	Increase in benchmark tests and state scores
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Whole Staff CITW Teacher Training; Curriculum Alignment to Standards; Technology Training	YES	PLC reflections, Curriculum Documents	Increase in benchmark tests and state scores
Math	ELLs	Whole Staff CITW Teacher Training; Curriculum Alignment to Standards; Technology Training	YES	PLC reflections, Curriculum Documents	Increase in benchmark tests and state scores

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Whole Staff CITW Teacher Training; Curriculum Alignment to Standards; Technology Training	YES	PLC reflections, Curriculum Documents	Increase in benchmark tests and state scores
Math	Economically Disadvantaged	Whole Staff CITW Teacher Training; Curriculum Alignment to Standards; Technology Training	YES	PLC reflections, Curriculum Documents	Increase in benchmark tests and state scores
ELA		Whole Staff CITW Teacher Training; Curriculum Alignment to Standards; Technology Training	YES	PLC reflections, Curriculum Documents	Increase in benchmark tests and state scores
Math		Whole Staff CITW Teacher Training; Curriculum Alignment to Standards; Technology Training	YES	PLC reflections, Curriculum Documents	Increase in benchmark tests and state scores

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Walk in the PARCC; Arts Reading Night; Title One Parent Night; Parent Technology Support Sessions; National Night Out Reading Strategies; Back to School Night; Parent- Teacher Conferences	YES	Sign In Sheets	Increase in parent attendance
Math	Students with Disabilities	Walk in the PARCC; Back to School Night; Parent- Teacher Conferences; Title One Parent Night; Parent Technology Support Sessions	YES	Sign In Sheets	Increase in parent attendance
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Walk in the PARCC; Back to School Night; Parent- Teacher Conferences; Title One Parent Night; Parent	YES	Sign In Sheets	Increase in parent attendance

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Technology Support Sessions			
Math	ELLs	Walk in the PARCC; Back to School Night; Parent- Teacher Conferences; Title One Parent Night; Parent Technology Support Sessions	YES	Sign In Sheets	Increase in parent attendance
ELA	Economically Disadvantaged	Walk in the PARCC; Arts Reading Night; Title One Parent Night; Parent Technology Support Sessions; National Night Out Reading Strategies; Back to School Night; Parent- Teacher Conferences	YES	Sign In Sheets	Increase in parent attendance
Math	Economically Disadvantaged	Walk in the PARCC;	YES	Sign In Sheets	Increase in parent attendance
ELA		Walk in the PARCC; Arts Reading Night; Title One Parent Night; Parent Technology Support Sessions; National Night Out Reading Strategies; Back to School Night;	YES	Sign In Sheets	Increase in parent attendance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Parent- Teacher Conferences			
Math		Walk in the PARCC; Back to School Night; Parent- Teacher Conferences; Title One Parent Night; Parent Technology Support Sessions	YES	Sign In Sheets	Increase in parent attendance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Donald A. Borden

On File

4/16/15

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Benchmark assessments, Accelerated Reader, STAR reading assessments	Meet Annual Measurable Objectives as set by the NJ DOE.
Academic Achievement - Writing	Benchmark assessments,	Meet Annual Measurable Objectives as set by the NJ DOE.
Academic Achievement - Mathematics	NJHSPA, benchmark assessments, diagnostic testing	Meet Annual Measurable Objectives as set by the NJ DOE.
Family and Community Engagement		Strategic Plan, Site Council & Schoolwide Title I Planning Team meetings to discuss school progress
Professional Development	Survey, Global Compliance, district in-services, Power Walkthrough, PD committee, PDP's, PLC meetings, McRel, CITW.	Results of professional development survey and needs assessment. Reports on individual teacher professional development plan progress. The professional development matches the request of the teachers' surveys and can be observed in the classroom. PD Plans.
Leadership	School Site Council, Academic Facilitators, Title One Staff	Positive Survey results
School Climate and Culture	Leadership survey, Student Government, Site Council, Team Leaders, Title I Staff	Positive survey results
School-Based Youth Services		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Students with Disabilities	Benchmark assessments, Accelerated Reader, STAR reading assessments; Diagnostic testing	Meet Annual Measurable Objectives as set by the NJ DOE.
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment? Star Reading scores, HSPA scores were analyzed as well as benchmark data for all subjects. Areas of concern were identified for instruction and student performance. Teaching staff completed analysis during PLC data analysis sessions. Additionally, a survey was completed by members of the school community and analyzed for input regarding priority problems.
2. What process did the school use to collect and compile data for student subgroups? HSPA, HSPA diagnostic, STAR Reading, benchmark and quarterly student performance data was collected and analyzed on an ongoing basis to identify students at risk.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? Ongoing analysis of data over time to determine trends and inconsistencies occurs. Data analysis takes into consideration factors affecting change such as, but not limited to: professional development, student grouping, school programs, teacher assignment, etc.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

4. What did the data analysis reveal regarding classroom instruction? Ongoing analysis of benchmark assessment, continual alignment of curriculum to Common Core State Standards, and continued training in best teaching practices needs to occur as staff develops deeper understandings of instructional strategies and student performance analysis.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Staff is utilizing CITW strategies and infusing technology into instruction based on professional development in these areas.
6. How does the school identify educationally at-risk students in a timely manner? Ongoing, quarterly analysis of multiple measures including student quarterly progress, HSPA math diagnostic performance, and STAR Reading assessment provide timely identification of students at risk.
7. How does the school provide effective interventions to educationally at-risk students? An instructional coach provides specific interventions for identified students and their teachers; staff refers students identified as educationally at-risk to Project Success, which provides individualized interventions in a one-on-one or small group setting; additionally, staff refers students who do not respond to initial interventions to the I&RS Committee
8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students? N/A
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Staff participates in PLCs to complete ongoing analysis of state testing, HSPA diagnostic, and benchmark data to drive curricular decisions on a quarterly basis. Ongoing analysis of the implementation of CCCS and NJCCCS occurs through PLC discussions and curriculum alignment.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Guidance Counselors begin to work with incoming freshman during their 8th grade year to assist in the course selection process. Both 8th grade parent orientation and 8th grade student orientation events are conducted to ensure a smooth transition from middle to high school and begin the acclimation process prior to the start of school in September.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Surveys were distributed to stakeholders and data analyzed to assist in identifying priority problems. The school NCLB planning committee met to review data, select the problems and identify the root causes to focus on for this upcoming school year.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Create opportunities for extended learning in order to increase student achievement	Continue to build academically rigorous programs and instruction. Professional development that allows for curriculum and benchmark assessment alignment to Common Core State Standards.
Describe the priority problem using at least two data sources	New Jersey School Performance Report	Current assessments and classroom instruction aligned to the assessments lack level of academic rigor necessary for students to demonstrated required levels of academic growth on standardized testing.
Describe the root causes of the problem	Students need a structured environment after school address academic areas that are deficient and receive individualized instruction.	Curriculum, Instruction, and Assessment needs to be continually reviewed and tightly aligned to the CCSS
Subgroups or populations addressed	All subgroups	All subgroups
Related content area missed (i.e., ELA, Mathematics)	ELA and Mathematics	ELA and Mathematics
Name of scientifically research based intervention to address priority problems	IES Practice Guide "Structuring Out-of-School Time to Improve Academic Achievement", Recommendation 3: Adapt instruction to individual and small group need.	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: Maintain a consistent focus on improving instruction. Grant Wiggins <i>Backward Design</i> .
How does the intervention align with the Common Core State Standards?	Common Core State Standards are directly addressed as individual learning objectives are set.	Instruction and Curriculum is tightly aligned to CCSS

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Improve students' college and career readiness by utilizing technology to provide 21 st century content and skills as well as increasing ability to apply to colleges.	Professional development to gain and better understand instructional strategies that support learning
Describe the priority problem using at least two data sources	Results of CITW SMART goal data Results of McRel Walkthrough and Teacher Evaluations data Results of NJ School Performance Overview Number of students taking college entrance standardized assessments	Power Walkthrough data reports and new McREL observation reports show a need to continue to use research-based instructional strategies and align classroom instruction to the CCSS for all students.
Describe the root causes of the problem	Technology supplies and training for staff are necessary in order to ensure best practices in utilizing technology as a seamless instructional strategy. Not enough students are taking college entrance assessments and therefore are not eligible to apply to 4 year colleges.	Teachers need more training and time to implement sound research-based instructional strategies.
Subgroups or populations addressed	All subgroups	All subgroups
Related content area missed (i.e., ELA, Mathematics)	ELA and Mathematics	ELA and Mathematics
Name of scientifically research based intervention to address priority problems	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: Maintain a consistent focus on improving instruction.	McRel Power Walkthrough & McRel Teacher evaluation IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: Maintain a consistent focus on improving instruction. The Art and Science of Teaching, Marzano, 2002, ASCD
How does the intervention align with the Common Core State Standards?	Directly aligns with 21 st Century Content and Skills	All strategies support effective teaching practices aligned to necessary academic rigor to meet the new Common Core State Standards.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PLC Analysis and Alignment of Curriculum, Instruction, and Assessments to CCS	Building Administration and ELA Academic Facilitator	McRel Power Walkthrough and Teacher Evaluation Data Benchmark Analysis reports and reflections	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD
Math	Students with Disabilities	PLC Analysis and Alignment of Curriculum, Instruction, and Assessments to CCS	Building Administration and Math Academic Facilitator	McRel Power Walkthrough and Teacher Evaluation Data Benchmark Analysis reports and reflections	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	PLC Analysis and Alignment of Curriculum,	Building Administration	WIDA achievement results	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2:

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Instruction, and Assessments to CCSS	and ELL Teaching Staff		Maintain a consistent focus on improving instruction. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD
Math	ELLs	PLC Analysis and Alignment of Curriculum, Instruction, and Assessments to CCSS	Building Administration and ELL Teaching Staff	WIDA achievement results	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD
ELA	Economically Disadvantaged	Increase college readiness by taking AP, PSAT, and other standardized tests.	Building Administration and ELA Academic Facilitator	McRel Power Walkthrough and Teacher Evaluation Data Benchmark Analysis reports and reflections	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD
Math	Economically Disadvantaged	Increase college readiness by taking AP, PSAT, and other standardized tests.	Building Administration and Math Academic Facilitator	McRel Power Walkthrough and Teacher Evaluation Data Benchmark Analysis reports and reflections	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction. Results Now: How We Can Achieve

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD
ELA	All	PLC Analysis and Alignment of Curriculum, Instruction, and Assessments to CCS	Building Administration and ELA Academic Facilitator	McRel Power Walkthrough and Teacher Evaluation Data Benchmark Analysis reports and reflections	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD
Math	All	PLC Analysis and Alignment of Curriculum, Instruction, and Assessments to CCS	Building Administration and Math Academic Facilitator	McRel Power Walkthrough and Teacher Evaluation Data Benchmark Analysis reports and reflections	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCD

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Project Success After School Tutoring	Building Administration	Increase in quarterly student performance and benchmark performance.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
Math	Students with Disabilities	Project Success After School Tutoring	Building Administration	Increase in quarterly student performance and benchmark performance.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Project Success After School Tutoring	Building Administration	Increase in quarterly student performance and benchmark performance.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
Math	ELLs	Project Success After School Tutoring	Building Administration	Increase in quarterly student performance and benchmark performance.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Project Success After School Tutoring	Building Administration	Increase in quarterly student performance and benchmark performance.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
Math	Economically Disadvantaged	Project Success After School Tutoring	Building Administration	Increase in quarterly student performance and benchmark performance.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
ELA	All	Project Success After School Tutoring	Building Administration	Increase in quarterly student performance and benchmark performance.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.
Math	All	Project Success After School Tutoring	Building Administration	Increase in quarterly student performance and benchmark performance.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: Maintain a consistent focus on improving instruction.

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Professional Development instructional strategies (CITW , TPRS, Rowan Literacy Consortia), Data Analysis Meetings, 21 st Century Skills and Content through technology applications: technology training, New Jersey Network for Closing the Achievement	Building Administration	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals. McRel Walkthrough data; PARCC; Benchmark; HSOA Diagnostic; STAR Reading	IES Practice Guide "Turning Around Chronically Low-Performing Schools", Recommendation 2: maintain a consistent focus on improving instruction. Research based programs aligned to NJ CCCS. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCDBenton Foundation (2002).Great expectations: Leveraging America's investment in educational Technology. Washington, D.C.: Benton Foundation. The Bertelsmann Foundation and the AOL Time Warner Foundation.(2002, March). 21st century literacy in a convergent media world.White paper from the 21st Century Literacy Summit: Berlin. http://www.21stcenturyliteracy.org . Biancarosa, G., and Snow, C. E. (2004.) Reading next—A vision for action and research in middle and

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					high school literacy: A report to
Math	Students with Disabilities	Professional Development instructional strategies (CITW , TPRS, Rowan Literacy Consortia), Data Analysis Meetings, 21 st Century Skills and Content through technology applications: technology training, New Jersey Network for Closing the Achievement	Building Administration	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals. McRel Walkthrough data; PARCC; Benchmark; HSOA Diagnostic; STAR Reading	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction. Research based programs aligned to NJ CCCS. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCDBenton Foundation (2002).Great expectations: Leveraging America's investment in educational Technology. Washington, D.C.: Benton Foundation. The Bertelsmann Foundation and the AOL Time Warner Foundation.(2002, March). 21st century literacy in a convergent media world.White paper from the 21st Century Literacy Summit: Berlin. http://www.21stcenturyliteracy.org . Biancarosa, G., and Snow, C. E. (2004.) Reading next—A vision for action and research in middle and

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					high school literacy: A report to
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Professional Development instructional strategies (CITW , TPRS, Rowan Literacy Consortia), Data Analysis Meetings, 21 st Century Skills and Content through technology applications: technology training, New Jersey Network for Closing the Achievement	Building Administration	Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals. McRel Walkthrough data; PARCC; Benchmark; HSOA Diagnostic; STAR Reading	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction. Research based programs aligned to NJ CCCS. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, Schmoker, 2006, ASCDBenton Foundation (2002).Great expectations: Leveraging America's investment in educational Technology. Washington, D.C.: Benton Foundation. The Bertelsmann Foundation and the AOL Time Warner Foundation.(2002, March). 21st century literacy in a convergent

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		New Jersey Network for Closing the Achievement Gap			Leveraging America's investment in educational Technology. Washington, D.C.: Benton Foundation. The Bertelsmann Foundation and the AOL Time Warner Foundation.(2002, March). 21st century literacy in a convergent media world.White paper from the 21st Century Literacy Summit: Berlin. http://www.21stcenturyliteracy.org . Biancarosa, G., and Snow, C. E. (2004.) Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington,DC: Alliance for Excellent Education
Math		Professional Development instructional strategies (CITW , TPRS, Rowan Literacy Consortia), Data Analysis Meetings, 21 st Century Skills and Content through technology		Use of research based instructional strategies increases over course of school year. Measured by McRel Power Walk Thru data reports and staff SMART goals.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction. Research based programs aligned to NJ CCCS. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		applications: technology training, New Jersey Network for Closing the Achievement			<p>Learning, Schmoker, 2006, ASCDBenton Foundation (2002).Great expectations: Leveraging America's investment in educational Technology. Washington, D.C.: Benton Foundation.</p> <p>The Bertelsmann Foundation and the AOL Time Warner Foundation.(2002, March). 21st century literacy in a convergent media world.White paper from the 21st Century Literacy Summit: Berlin. http://www.21stcenturyliteracy.org.</p> <p>Biancarosa, G., and Snow, C. E. (2004.) Reading next—A vision for action and research in middle and high school literacy: A report to</p>

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? Building and District administration, along with the SCiP team will be responsible. It will be done at a minimum of two times a year.
2. What barriers or challenges does the school anticipate during the implementation process? Budget and staffing tend to be barriers.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Site Council Meetings, PLC Meetings, and Faculty Meetings will be the venue for stakeholder buy in.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Surveys will be used to gauge perceptions.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys will be used to gauge perceptions.
6. How will the school structure interventions? During and after school programs will allow us to structure interventions.
7. How frequently will students receive instructional interventions? Instructional Interventions will be done on a daily basis.
8. What resources/technologies will the school use to support the school wide program? Specialized staff, trainings, and Chromebooks will support the school wide program.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Star Testing, Diagnostic Testing, Benchmarks, and Grade Distribution Report will measure effectiveness.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? SCiP, PLC, Faculty Meetings, School Site Council, and BOE Meetings will allow for dissemination.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Arts Literacy Night Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
Math	Students with Disabilities	Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Arts Literacy Night Title One Parent Nights on focused strategies Teacher Websites	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Pine Hill Borough National Night out			improving instruction.
Math	ELLs	Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
ELA	Economically Disadvantaged	Arts Literacy Night Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
Math	Economically Disadvantaged	Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
ELA		Arts Literacy Night Title One Parent Nights on focused strategies Teacher Websites Pine Hill Borough National Night out	Building Administration	Parent Sign-in Parents and students utilize portal information on grades, assignments, etc.	IES Practice Guide “Turning Around Chronically Low-Performing Schools”, Recommendation 2: maintain a consistent focus on improving instruction.
Math		Title One Parent Nights on focused strategies	Building Administration	Parent Sign-in Parents and students utilize	IES Practice Guide “Turning Around Chronically Low-Performing

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Teacher Websites Pine Hill Borough National Night out		portal information on grades, assignments, etc.	Schools”, Recommendation 2: maintain a consistent focus on improving instruction.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Online programs in ELA, Math, & parent portal keeps parents directly connected; eg, Math XL, Study Island, Edline.
2. How will the school engage parents in the development of the written parent involvement policy? Parent Stakeholders on committees.
3. How will the school distribute its written parent involvement policy? The policy is on our website and is sent home with students in the first day packet. All students are required to return forms by certain date and checklists are kept.
4. How will the school engage parents in the development of the school-parent compact? This will occur through advertised Title I parent meetings as well as through the individual school site council meetings.
5. How will the school ensure that parents receive and review the school-parent compact? The compact is on our website and is sent home with students in the first day packet. All students are required to return forms by certain date and checklists are kept.
6. How will the school report its student achievement data to families and the community? All data is sent home to parents and mailed to appropriate agencies. School report card, website, and Board of Education Meetings are utilized.
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? All data is sent home to parents or found at website, and Board of Education Meetings.
8. How will the school inform families and the community of the school's disaggregated assessment results? Results are shared with the school site council which embodies parents, teachers and a board member. Additionally, disaggregated test results are shared with the community annually at a Board of Education public meeting.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Parents are invited to development meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

- 10.** How will the school inform families about the academic achievement of their child/children? Report cards and progress reports are sent home quarterly; online through parent portal, Genesis.
- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?
Funds will be utilized for supplies and presenters to conduct parent involvement nights, including Literacy events.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	62	Grade level teaming; focus on success and building on that; teacher empowerment and involvement in decision making process; teacher leadership roles; professional development based on teacher feedback and needs; mentoring program, Power Walk Through, CITW training
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	1	Grade level teaming; focus on success and building on that; teacher empowerment and involvement in decision making process; teacher leadership roles; professional development based on teacher feedback and needs; mentoring program
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	1	
	100%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Salary guide and content area teams/learning communities/ effective professional development that promotes shared decision making and supports a true learning community.	BOE, Superintendent, Curriculum Coordinator, Principal, Academic Supervisor, Staff